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ABSTRACT

These guidelines describe sample procedures used in the companion volume, the "Elementary School Self-Assessment Book." The authors do not intend to restrict creative adaptations of the book's contents and procedures, but rather to share procedures that have worked well in their experiences. They offer advice on allotment of time, adjustments for school size and local factors, internal and external assessment, data collection and analysis, use of questionnaires, formation of a steering committee and subcommittees, and implementation of recommendations. Appended are a sample time-line, parent questionnaire, and plan of action as well as comments on the product and process of self-assessment. (Author/WD)

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GUIDELINES TO ACCOMPANY THE ELEMENTARY SCHOOL SELF-ASSESSMENT BOOK 1979

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GUIDELINES

INTRODUCTION

The Elementary School Self-Assessment Book is designed to provide a comprehensive means by which elementary schools can systematically describe and assess their programs and operation. It will assist the school staff and administration to examine and reassess the school's objectives, programs and practices, to ascertain how adequately programs and practices meet the objectives and to generate plans for school improvements. While the questions in each section focus attention on critical factors in the school's programs and operation, the authors point out that there is not necessarily a single correct response for every item.

The "Guidelines" describe the organization of the Ministry of Education, Science and Technology's Elementary School Self-Assessment Book and provide some suggestions for its use.

PRINCIPLES OF SELF-ASSESSMENT

The major purpose of the self-assessment process is the improvement of the school's programs for children. The outcomes of such an assessment should provide a sound basis for maintaining and improving the programs and operations of a school on an on-going basis.

The self-assessment process consists of a comprehensive, sincere INTERNAL SURVEY AND ASSESSMENT of the school's programs and practices by the school's staff in terms of the following criteria:

- The school has a sound philosophy of education and realistic objectives.
- The school is effectively organized and efficiently administered in accordance with Ministry, district and school policies and objectives.
- The school is achieving its objectives to an acceptable degree.
- The school's programs and practices undergo regular review and revision.

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The school gives appropriate consideration to the needs of the pupil population in planning and developing its programs and practices.

The school is an integral part of the district's educational program, working co-operatively with its neighbouring schools and other educational organizations.

The school maintains an effective liaison with its community and works cooperatively with the recreational agencies involved.

The school has adequate facilities, resources and educational services to meet the above requirements.

ORGANIZATION OF SECTIONS

With the exception of the PHILOSOPHY AND OBJECTIVES and SUMMARY, each section follows the same format.

The STATEMENT OF PURPOSE outlines what the section is designed to do.

The GUIDING PRINCIPLES provide a number of key statements pertaining to the major topic(s) of the section. It is recommended that all staff members read these principles to determine if they agree with them in general terms. If the staff feels strongly that specific guiding principles should be modified, added, or deleted, then this should be done. It is recognized, however, that complete agreement is not always possible nor desirable to obtain on all statements.

The COLLECTION OF INFORMATION forms the major portion of each section. Care should be taken to ensure that all staff understand why two types of data are asked for in the 'is', 'ought' questions.

The SUMMARY at the end of each section asks the staff to identify the main strengths and weaknesses it perceives in the topics covered and asks the staff to establish recommendations as to future activities on perceived needs.

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PROCEDURES FOR USING THE ELEMENTARY SCHOOL SELF-ASSESSMENT BOOK

The Elementary School Self-Assessment Book was used in thirty-five schools throughout British Columbia between January 1978 and June 1978. The following suggestions were derived from the information received from the pilot schools.

Plan on using the full school year to complete the process. It is difficult to complete adequately in less time.

It is useful to begin the studies of the school's community and the school's philosophy in the latter part of the school year preceding the one in which the Book is to be completed.

The process should be directed by a Steering Committee which includes the principal or his/her designate.

It is advantageous to include all staff in discussing the purpose, conducting the activities and reviewing the findings of the process.

The completion of a Time-Line (Appendix 1) as a first step will facilitate scheduling and coordinating the exercise.

It is recognized that elementary schools vary considerably in size, local factors and number of support staff who can assist during the self-assessment process. These differences will require some elementary schools to make modifications to the Book. For example, very small schools may undertake only one or two sections a year or use a version modified in discussions with the Superintendent. Some schools may include additional information, while others may modify or omit material they find is not applicable to their situation.

The process may involve only an internal appraisal or it may include both internal and external assessments. The internal assessment undertaken by the school staff and administration is designed to encourage and assist in the improvement of the school through the staff's own initiative and effort. The external appraisal, when undertaken, is conducted by a team of professionals from outside the school and is designed to provide a reaction or second opinion to the self-assessment carried out by the school staff. The Superintendent or a member of his staff is an audience for both reports and his/her reactions may be discussed with school personnel.

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DATA COLLECTION

Methods of data collection used in the Elementary School Self-Assessment Book include 'yes'/'no' answers, numbers, percentages, charts, lists, descriptions and ratings. Space has been provided for comments when single word answers may not be sufficient to convey a specific concern or to clarify a point.

Discrepancy Analysis

The 'is' and 'ought' items are designed to encourage introspection and stimulate discussion about the statements presented. The authors of the Book do not expect each statement to receive 5 on the 'ought' scale. The statements are designed to act as a starting point for staff discussions and interaction.

Staff members complete these items indicating in the 'is' column how much the practice currently exists in the school. The 'ought' rating indicates the degree to which the staff believes the practice should exist in the school. These ratings may be obtained by arriving at the numerical average of the individual ratings of the staff or sub-committee or through a general consensus reached in a discussion. (The ratings may have to be altered when the entire staff reviews a sub-committee's work if it is found that the ratings do not, in fact, reflect the true feelings of the majority of staff.)

The ratings in the two columns have the greatest value when they are compared with one another. This comparison should indicate to the staff whether it is implementing those practices in which it believes. For example, if the staff feels that the statement "The promotional policy contains a procedure for appeal " rates a 1 on the 'currently exists' scale and is also 1 on the 'should exist' scale, then there will probably be little concern from staff members about the fact that this practice is not being carried out in this school. If, however, the staff indicates a 2 on the 'is'

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scale and a 5 on the 'ought' scale there should be cause for discussion, if not some concern, on the matter. The staff may want to reconsider the statement to ensure they all understand its meaning and implications. If, after this, the staff continues to rate the statement as a 5 in the 'ought' column, they should examine why the practice is not in use and how it can be implemented.

There is no numerical point at which the discrepancy between the two ratings must be considered significant or not significant. Rather, it is a matter of each staff examining their own ratings and deciding which ones do or do not indicate a significant discrepancy between the actual and the desired state for specific aspects of that school's operation.

Questionnaires

The use of questionnaires is suggested in the School and Community section. A sample questionnaire is provided in the Appendix. Schools might wish to distribute and collect parent questionnaires at a meeting specifically designed for that purpose, use telephone surveys or employ any other communication technique which the school feels would be suitable.

If a school wishes to compare the perceptions of the community with the perceptions of the staff, it would be worthwhile for the staff to complete specific parts of the same questionnaire, such as those on Curriculum topics. Items about the Special Needs Program would likely be distributed only to the parents of pupils involved in those programs. The use of questionnaires for elementary pupils is not endorsed by the Ministry.

Since questionnaires are time-consuming and can be difficult to validate and interpret, schools are encouraged to carefully consider the purpose, expectations raised, questions used, phrasing and instructions of the instrument before embarking on the project.

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PHASES OF THE SELF-ASSESSMENT PROCESS

1. Introducing the Self-Assessment Process

The Self-Assessment Book is designed to provide schools with a systematic approach to the examination and assessment of their educational goals and the methods used to achieve these goals. The design recognizes that there are significant variations in elementary school program emphases which are refinements of the philosophy and objectives of the Ministry and the local School District determined by each school's community and pupil population.

When introducing the Self-Assessment Book, attention could be directed to the following questions:

- What does this school stand for?
- What is this school doing well?
- What could this school be doing better?
- How do we know these things?
- What is preventing this school from achieving its potential effectiveness?
- What plans, priorities and actions are necessary?

Consideration of these questions should lead to the realization that it is difficult, if not impossible, to answer the questions accurately without considering all aspects of the school.

Staff members should begin by examining the Self-Assessment Book and making a plan for its completion. During the initial meetings, a resource person who is familiar with the process could be in attendance to explain the rationale and procedures of the process and to ensure that the staff recognizes the extent to which each member will be involved in the self-assessment.

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2. Steering Committee

A Steering Committee, to be responsible for coordinating the self-assessment, should be selected early in the process. The number of members will vary according to the size of the school, but the committee probably should not be larger than five and should include the principal.

Specific responsibilities of the Steering Committee, if endorsed by the staff and administration, would include:

- establishing the number of, and assignments for, sub-committees.
- naming members of sub-committees, considering preferences.
- drawing up a Time-Line for the process.
- providing or assisting with materials required by sub-committees.
- determining a method and schedule for sub-committees to present their report to the total staff.
- collecting sub-committee Reports; final editing.
- completing the Summary section of the Self-Assessment Book.
- preparing materials for and meeting with the External Review Team, if necessary.
- assisting with or managing the follow-up activities.

3. Sub-Committees

Although the following paragraphs outline responsibilities for various sub-committees, it is recognized that schools may not have a separate group responsible for each activity.

The first sub-committee named should be for the School and Community Section. It is advisable that the Principal sit on this sub-committee because, in addition to the collection of data for the section, it is responsible for informing the community of, and involving the community in, the self-assessment process and activities.

The sub-committee developing the Philosophy and Objectives section might be named at the same time as the School and Community sub-

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committee, or shortly thereafter. However, this committee should not finalize the school's statements of philosophy and objectives until the School and Community committee has presented its final report to the staff.

The reports of the School and Community and the Philosophy and Objectives committees should be distributed to all staff once they have been finalized as they will guide subsequent activities and discussions.

The Curriculum sub-committee will probably be the largest and will require assistance from all classroom teachers. Members may be designated to collect data in each curricular area but all teachers involved with each specific area should have participated or been consulted. Members of the Curriculum sub-committee must ensure that each subject area group has a set of pp. 28-36 and 38-43 to complete and that the single page of teaching practices for specific subjects is added as page 37 for the subject under revi

A sub-committee can be established to be responsible for completing the study of each of the first seven sections of the Self-Assessment Book. Every staff member should be encouraged to be on at least one sub-committee. In small schools, it will be necessary for some staff members to serve on more than one sub-committee. The number of members on sub-committees will vary with the size of the school and the requirements of the different sections.

The specific responsibilities of each sub-committee are:

- examining the Guiding Principles.
- collecting and summarizing the information.
- making additions, deletions, or modifications to their section(s).
- consulting with the Steering Committee.
- preparing a report for review by the entire staff.
- meeting with members of the External Review Team, if required.

As all sub-committee reports form a part of the overall self-assessmert report of the school, it is essential that the total staff participate in discussions and final decisions about each section. Emphasis is usually on the strengths, weaknesses and recommendations identified by the sub-committee. Following acceptance of the sub-committee's (often) oral report, the modified written version is given to the Steering Committee for any further editing before being added, in final form, to the Book.

If an External Review Team is established, each sub-committee may meet with the Team to discuss their section(s) of the Book, to provide suggestions or questions for the Team and to discuss the Review Team's report to the school.

4. External Review Team (when applicable)

The External Review Team provides the staff and administration of the school with objective reactions from other professionals about the operation and organization of the school. The Self-Assessment Book prepared by the school is a guide to the Review Team in discussing the staff's perceptions of the school.

The size of the school and variety of programs offered are two variables which determine the size and length of stay of a Review Team. Selection of Team members may be made by the District Superintendent's office from within the district, another district, the Ministry, a University, or any combination of these. To ensure that the Team will be an asset to the self-assessment process, its members should approach their review with objective, cooperative and positive attitudes.

At least two weeks before the date established for the External Team's visit, the Principal or the Chairman of the Steering Committee should prepare and send the Team pertinent materials

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such as:

- an information brochure on the school (if available) and copies of the report card, staff handbook, pupil or parent publications, etc.
- copies of the school's Self-Assessment Book, with any updates.
- a floor plan of the school.

The Chairman of the Team may visit the school before the Team's visit, enabling the Chairman to become acquainted with the staff, the schedule and the facilities, as well as to discuss the procedures the Review Team will follow while in the school.

During their first meeting, the Team's attention ordinarily is directed to the School and Community and Philosophy and Objectives sections of the Self-Assessment Book to ensure that all statements in other sections and the Team's observations are considered in relation to this information. Also, the Team reviews their terms of reference and the principles of self-assessment.

An observation schedule and specific assignments for each member also are established during the initial meeting. As data, discussions and observations provide the basis for subsequent commendations and recommendations, thoroughness will increase the accuracy of the Team's report. Usually written reports are prepared by each/or pairs of team members and presented orally to the entire Review Team. Following discussions, consensus and acceptance of the members' reports, each one is edited by the Chairman and integrated to form their comprehensive report for the school.

The work of the Team consists of confirming the information contained in the Self-Assessment Book and identifying any major discrepancies. During preliminary interviews with the staff and administration, the Review Team often receives guidance regarding aspects of the school program and areas of the school that are in need of close attention or that the staff wishes to emphasize to the team.

The External Review Team's report should be clear and concise. It often comments on each section of the Book in sequence, organized according to the following pattern;

- a brief description of general perceptions and impressions.
- strengths of the school's program and operation as perceived by the Review Team.
- weaknesses, concerns or questions related to the school's program and operation.
- recommendations and suggestions for consideration by the school staff and administration.

Usually a brief description of who was involved and how their task was undertaken, along with a final summary of highlights, is included in the written report. Some Teams incorporate their comments as part of the school's Self-Assessment Book rather than filing a separate booklet with the school. Other Teams choose to submit only a brief written summary of highlights in point form, emphasizing instead their oral reports to the staff and the district administration.

5. Implementation of Recommendations

In this final, and many consider the most important, phase of the self-assessment process, plans are made to use the information acquired to improve the effectiveness of the school. Essentially, the strengths, weaknesses and recommendations form the basis for the implementation of change.

Once the Summary section and any Team's observations have been distributed to all staff for consideration, a staff meeting should be held to discuss the findings of the self-assessment process and to plan the follow-up activities. A chart could be prepared, either by the Steering Committee before the meeting or by the staff during the meeting, indicating areas of strength, of weakness, items requiring attention and those items not requiring attention.

A plan of action for the next five years (see Appendix) can be developed once the above has been completed and priorities for action have been identified. One way of deciding on priorities is to consider items on the basis of their effect on the total

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school program. It may be found that the most essential change will require an extended period of time for complete implementation and, yet, some steps required to bring about the desired change may be started almost immediately. Throughout the discussions and decisions regarding priorities, alternative courses of action and the means of evaluating outcomes, attention should be directed to the school's philosophy and objectives and to the major characteristics of the pupil population and community.

Once priorities and a long-range plan of action have been developed, the school can then do short-term planning with more specific objectives. This detailed planning and problem solving would cover manageable amounts of high-priority needs for one-year periods. A chart may help, listing the areas in need of review and indicating the priorities, the target or implementation date, the people responsible for the implementation and any special requirements.

Each year thereafter, a new detailed plan could be developed. It would have to take into account those priorities that were not implemented as planned, the long-range plan and any significant changes in the school since the self-assessment. Also, new priorities and new needs that emerge during discussion and during the year must be addressed and incorporated into the plans.

Once a year, until recommendations have been implemented, a progress report should be made to the staff. The annual report not only keeps the staff aware of current developments in the implementation program, but also provides the staff and others with a progress report from the beginning of the implementation program.

The pupils, parents, community and local school district office (as appropriate) should be kept informed of the progress the school is making toward improving the educational programs and related matters.

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IN REVIEW

The Elementary School Self-Assessment Book offers a catalogue of many of the criteria, principles, goals, processes, strategies and outcomes which educators, familiar with practice and theory, deem to be central to effective public school operation and organization.

The "Guidelines" describe sample procedures, which, in the authors' experiences, have worked well. It is not their intent to restrict the approach of an External Review Team, nor to neutralize local initiative and preferences in devising creative, effective adaptations of the Book's contents and procedures. Other salient variables of effective school programming and operation may be identified. Different priorities in criteria and information may need to be emphasized in any particular school at a specific point in time. Finally, provincial and district policies may modify aspects of the Self-Assessment Book or the procedures suggested in the "Guidelines".

Many schools have found that a sincere, objective self-appraisal can lead to significant professional growth, program development and organizational improvement in the school. The staff and administration are urged to view the process positively as a vehicle to enable them to develop a consolidation of their programs, operations and achievements and to help them identify and meet educational and organizational needs.

APPENDICES

1. SAMPLE TIME-LINE

2. SAMPLE PARENT QUESTIONNAIRE

3. SAMPLE PLAN OF ACTION

4. SOME COMMENTS ON THE PRODUCT AND PROCESS

APPENDIX 1

SAMPLE TIME-LINE

To be completed
before self-study is begun.

Introduction to Staff _____

Initiation of Process _____

Establish Steering Committee _____

Establish Sub-Committee's _____

Sub-Committee Reports _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

First Draft by: _____

Final Report by: _____

EXTERNAL REVIEW TEAM

Commenced by: _____

APPENDIX 2

SAMPLE PARENT QUESTIONNAIRE

1. Please circle the grades in which you have children in the school.

K	1	2	3	4	5	6	7	Special Class

2. Curriculum

2.1 Below is a list of items related to the curriculum in your school. First please circle the number on the scale on the left hand side to indicate the degree of emphasis that you feel the school is giving to the item now. Then please circle the number on the scale on the right side of the page to indicate the degree you feel the school ought to emphasize the items. *

Example: Spelling

IS						OUGHT TO BE				
Low				High		Low				High
1	2	3	4	5		1	2	3	4	5

If you circle 3 on the left, you feel that the school is currently emphasizing spelling moderately. If you circled 5 on the right, you wish the school would emphasize spelling more.

1	2	3	4	5	Art	1	2	3	4	5
1	2	3	4	5	Cooperation	1	2	3	4	5
1	2	3	4	5	French	1	2	3	4	5
1	2	3	4	5	Health	1	2	3	4	5
1	2	3	4	5	Mathematics	1	2	3	4	5
1	2	3	4	5	Music	1	2	3	4	5
1	2	3	4	5	Penmanship	1	2	3	4	5
1	2	3	4	5	Physical Education	1	2	3	4	5
1	2	3	4	5	Reading	1	2	3	4	5
1	2	3	4	5	Responsibility	1	2	3	4	5
1	2	3	4	5	Science	1	2	3	4	5
1	2	3	4	5	Social Studies	1	2	3	4	5
1	2	3	4	5	Speaking	1	2	3	4	5
1	2	3	4	5	Spelling	1	2	3	4	5
1	2	3	4	5	Writing	1	2	3	4	5

Note: An alternate format for 2.1 seeks a single reaction on whether parents view each item as being very satisfactory, satisfactory or needs improvement.

1	2	3	4	5	Courtesy	1	2	3	4	5
1	2	3	4	5	Field Trips	1	2	3	4	5
1	2	3	4	5	Honesty	1	2	3	4	5
1	2	3	4	5	Independence	1	2	3	4	5
1	2	3	4	5	Responsibility	1	2	3	4	5
1	2	3	4	5	Self-Confidence	1	2	3	4	5

2.2 Are you satisfied with <u>what</u> and <u>how</u> your child is learning in the school program?

WHAT		HOW	
Yes	_____	Yes	_____
No	_____	No	_____

Comments:

3. <u>General School Operation</u>

3.1 Below are a number of items related to your child's school life. You are asked to indicate the degree to which you are satisfied with each item by circling one of: NS (Not Satisfactory), S (Satisfactory), VS (Very Satisfactory) or NC (Cannot Comment) to indicate your views on the aspects of the school listed. *

Item	NS	S	VS	NC	COMMENTS
School Discipline	NS	S	VS	NC	
Homework Assignments	NS	S	VS	NC	
School Facilities for Pupils	NS	S	VS	NC	
Reporting of Pupil Progress to Parents	NS	S	VS	NC	
Extra-Curricular Activities	NS	S	VS	NC	
Dress and Decorum	NS	S	VS	NC	
Provision of Programs to Suit Individual Differences of Pupils	NS	S	VS	NC	

* See Note on Preceding page

3.2 Is your child happy attending this school? Yes / No
Comments:

4. School Community Relations

4.1 Below are some statements about the relationship between the school and the community. You are asked to indicate the degree to which you are satisfied with each of the items listed by circling one of: NS (Not Satisfied), S (Satisfied), VS (Very Satisfied) or NC (Cannot Comment) to indicate your views on the aspects of the program listed.*

Item	NS	S	VS	NC	Comments
The Staff keeps you well informed about the school and its program through newsletters, announcements and meetings.					
The Staff gives you an opportunity to make suggestions about the operation of the school.					
The Staff has a policy which enables parents to visit classrooms by appointment.					
The Staff listens to your concerns and replies promptly to your inquiries.					
The Staff uses special occasions to encourage parent interest in school activities.					
The Staff provides an opportunity to parents through parent-teacher conferences to discuss all aspects of the child's school life.					
The community is able to utilize the school for appropriate community activities when the school is not being used for school purposes.					

5. Special Education

Special Education programs are designed to provide special instructional offerings for children to progress and/or be challenged in accordance with their special needs and abilities.

If your child is presently attending a special class at this school, please answer the following questions.

5.1 In what special class is your child registered?

5.2 What do you feel are the strengths of the program?

5.3 What do you feel are the weaknesses of this program?

5.4 If your child is attending a special class outside of your immediate neighbourhood, what is your child's reaction to leaving the neighbourhood?

6. Perceived Strengths and Weaknesses

6.1 What do you believe to be the strengths of your school?

6.2 What do you believe to be the weaknesses of your school?

APPENDIX 3

SAMPLE PLAN-OF-ACTION

This is provided as an aid in setting up a plan-of-action to carry out recommendations stemming from the self-assessment. The school may wish to adopt this or develop another format more convenient to their particular needs. Whichever format is used, it should take into account the following questions:

- What needs have been identified?
- What changes are to be made?
- What priority is attached to each change?
- Who is responsible for action?
- What factors or circumstances are involved (e.g. additional facilities may involve considerable capital expenditure, etc.)?
- When can these changes realistically be implemented? Achieved?

F I V E Y E A R P L A N O F A C T I O N

SCHOOL _____

PRINCIPAL _____

DATE _____

COMMITTEES, PERSONS, or ORGANIZATIONS

involved in implementing action

ITEM	PRIORITY	INVOLVED

DATES FOR MEETINGS TO EVALUATE PROGRESS

First Year _____ _____

Second Year _____ _____

Third Year _____ _____

Fourth Year _____ _____

Fifth Year _____ _____

OBJECTIVES to be achieved by end of FIRST YEAR

OBJECTIVE (change to be made)	by WHOM	FACTORS INVOLVED	TARGET DATE

SOME COMMENTS ON THE PRODUCT AND PROCESS OF ELEMENTARY SCHOOL SELF-ASSESSMENT

1. What is it?

   (a) An ongoing process to maintain strengths and improve weaknesses in school operation.

   (b) A vehicle to assist in the professional development of school and external personnel.

   (c) A common experience which can help to weld a school staff together.

   (d) A method of consolidating and describing the constraints, ends, means, outcomes and plans of a school.

   (e) An aid in contrasting staff, parent and pupils' perceptions on some key aspects of school operation.

   (f) A systematic way for all personnel in a school to participate in a comprehensive examination of the school's program and practices.

   (g) A means of clarifying and confirming the impact of a school's philosophy and objectives.

   (h) The essence of professional accountability for a school team.

2. What purposes can it serve?

   (a) It serves the school staff and administration by systematically developing a comprehensive catalogue of school activities and a balanced overview of perceived strengths and weaknesses.

   (b) It offers a tool to the school administration which can clarify community wants, unify personnel, identify unmet pupil needs, help establish priorities and develop a time-task plan of action for the school.

   (c) It can generate enthusiasm, establish new commitments and insights and open avenues of communication between staff members and between the school and its pupils, parents and district personnel.

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(d) It may identify needs and variables over which the school has limited, if any, control.

(e) It provides, when highlighted or summarized by the Superintendent and principal, an appropriate overview of salient features and plans of the school for the information of the Board, the public or the Ministry.

(f) It enables school personnel to gain a composite, sincere reaction to their internal appraisal and to obtain external professional suggestions and opinion of features in need of re-assessment.

3. Who benefits from it?

(a) Pupils through the refinements made in school programs and practices.

(b) The staff and administration of the school benefit through the focus it establishes, the greater consensus it identifies and the concerted action and improvements it prompts. Indeed, the spirit and the thoroughness with which a school embarks on this "stock-taking" enterprise is directly proportional to the payoff of its process and product.

(c) The community (i) perceives accountability as an integral, routine feature of school operation and (ii) profits from the improvements it generates in their school's programs and services.

(d) The district and province gain in that a periodic, comprehensive review and strengthening of all aspects of the school's operation and programs is being conducted in a systematic fashion by the professional personnel best able and responsible to meet the educational needs of their community. They also gain insights into school practices, problems and needs, enabling them to make or facilitate appropriate adjustments and improvements.

4. What assistance might schools expect?

(a) The help of their Superintendent and district personnel in using the provincial or a local instrument.

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(b) Orientation and advice from various people in the district and province who have had experience using self-improvement schedules and participating on external visitation teams.

(c) A "Guidelines" booklet is available for use with the provincial Book. A video tape on the process may be developed.

(d) District or regional in-service sessions can be organized using experienced resource people.

(e) Inter-district membership on visiting or external teams can lighten the load locally, as well as:

i) promote province-wide professional exchanges on technical topics,
ii) broaden the professional base and objectivity for a team's perceptions and suggestions.